**Unexcused Absences & Truancy Documentation Checklist**

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| **Steps Prior to Filing a Truancy Petition** |
|  | **Activity** | **Date** | **Communication Method** |
|  | Send parent/guardian information on school’s attendance policy/procedure and the benefits to regular school attendance. |  |  |
| **After 1 Unexcused Absence** |
|  | **Activity** | **Date** | **Communication Method** |
|  | Inform the parent by phone or letter of the unexcused absences making every attempt to provide information in the parent’s fluent language. |  |  |
| **After the 2nd Unexcused Absence but Before the 5th** |
|  | **Activity** | **Date** | **Communication Method** |
|  | For middle and high school students, administer the WARNS or other assessment. N/A Elementary aged student |  |  |
|  | For elementary school students, take data informed steps to eliminate barriers to attendance. |  |  |
|  | If the student has an IEP or 504 plan, the team must be convened to address barriers to the student’s attendance.  N/A Date of Scheduled Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
|  | If the student is reasonably believed to have a disability, the parent must be informed of their right to a free evaluation.  N/A  |  |  |
| **After the 3rd Unexcused Absence in a 30-Day Period** |
|  | **Activity** | **Date** | **Communication Method** |
|  | Schedule a conference. If the parent does not attend, the conference can be held with the student. The parent must be informed of the outcomes/agreements of the conference.  Parent attended Parent did not attend |  |  |
| **Elementary Students Only: After the 5th Excused Absence in a 30-Day Period** |
|  | **Activity** | **Date** | **Communication Method** |
|  | Request a conference with parents to analyze the causes of the absences and put interventions in place.  |  |  |
|  **After the 7th Unexcused Absences in a 30 Day Period or the 10th within 1 Academic Year** |
|  | **Activity** | **Date**  | **Communication Method** |
|  | File a petition with your county’s juvenile court. |  |  |
| **Check All Interventions that the District Attempted** | **Date** |
|  Scheduling additional meetings with the parent/student |  |
|  Assigning a staff member that the student trusts to check in with the student on a regular basis at school |  |
|  Providing a wake-up call or alarm |  |
|  Arranging a regular time for the student to meet with the school counselor individually or in a small group. |  |
|  Addressing McKinney Vento issues |  |
|  Providing remediation/tutoring |  |
|  Addressing social emotional needs using the OSPI Behavior Menu of Best Practices |  |
|  Assisting the parent/guardian/student in arranging supplementary services  |  |
|  Referral to outside program such as counseling, drug/alcohol treatment, etc. |  |
|  Adjusting the student’s schedule |  |
|  Addressing student concerns regarding harassment, intimidation and bullying |  |
|  Referral to the student support team for possible 504 or IEP evaluation |  |
|  Other:  |  |
|  Other: |  |
|  Other:  |  |